

The Daily Nebraskan

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THE UNIVERSITY OF NEBRASKA
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The DAILY NEBRASKAN purposes to
be the free voice of student sentiment;
to be fair; to be impartial; to seek advice
as well as offer it; to truthfully picture
college life; to go further than the mere
printing of news by standing for the
highest ideals of the University; in short,
to serve the University of Nebraska.

Friday, March 13, 1914

**URGENT DEMAND FOR
UNIVERSITY EXTENSION**

Rein Explains Necessity of Closer
Relationship Between Students
and the State.

Like the movement for a student council, the effort for the extension of student activities proceeds from the generally prevalent enthusiasm for changes. Unlike the movement for the student council, the demand for contact between the students who receive education and the people who support it, has the superior advantage of responding to certain very definite and tangible needs.

The plan for a University Week in each of the main centers of the state is already familiar to the students of the University, and through the influence of interesting and able comments, springing spontaneously from separated sections of student citizenship, and published in the columns of the Daily Nebraskan, it is rapidly commending itself to their approval. The student no doubt sees in University Week an enlarged opportunity for his own personal training and equipment; more practice, more acquaintances, more facts about the geography of his state. In such studies as music, dramatics and debate, after a few rudimentary and scattered principles of the science are mastered, the guide to proficiency in the art is practice.

D. B. K.

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HALLETT

UNI. JEWELER
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Heretofore, practical and theoretical instruction in these arts have both been given in the University itself, and valuable inspirations have spent their entire force behind the closed doors of rickety buildings that admit the air, but refuse to let it out. As a result of an intellectual confinement which has made amateurs weary of listening to amateurs, musical, dramatic and forensic exhibitions in the University of Nebraska have too often been conducted in the presence of empty chairs in echoing halls. Our singers, our actors and our speakers need fresher and more enthusiastic audiences. For a brighter sympathy, a keener and more incisive interest not only in the quality of the performance, but in the strivings of the actors for proficiency, there is no audience which has the prospects of the one in which our fathers and mothers are seated. Of the many good things that can be said in favor of a state-wide exhibition of student talent, not the least important advantage is the pedagogical gain which results from an indefinite number of chances and places to sing, to act and to speak.

The direct result of the extension of student activities will be contact between the students and the people. This compact will either relieve or increase the anxiety which is felt by persons having children who spend four critical years of their lives away from the curtailments of the home. When this hour of contact arrives, it is the duty of the student representing the University on that occasion to show by his general conduct as well as by his ability that there exists in the University of Nebraska a very exceptional opportunity for decency, culture and efficiency; and that each student working for himself is taking the best possible advantage of the existing opportunity. This is, of course, a very obvious principle, and it bears repetition only because of the unflinching regularity with which the "first impression" counts.

Largely because of safeguards which have brought it within the principle enunciated above, the extension of student activities by the University of Minnesota has been a pronounced success. But the expenses of students representing the University on such occasions have not been paid by the University out of funds derived from state taxation. The students representing the University on such occasions have not been drunk or even boisterous and unseemly in the presence of a constituency that looks for more than ordinary restraint from education. And the quality of the songs, the acts and the talks produced by students on such occasions has been free from the excess, immodesty and extravagance against which, in students especially, the natural conservatism of a rural community rebels.

The University students do well to promote Extension Week; for Extension Week promotes greater harmony and appreciation between the students and the people. But the result of such harmony must not be a poorer impression; it must be a better impression. The activities must be self-supporting, the student representatives must be self-restrained, and the performances must be above reproach.

C. L. REIN.

Jones' Orchestra. Phone L-9666.

OUTLINE OF PLAN

(Continued from page 1.)

pick them out at will. Every effort will be made to get representative towns in all parts of the state on the itinerary. These two weeks come at Minnesota during Commencement Week and the first week in vacation. Students do not miss any college work. It is certain that here, as in Minnesota, this will be the best possible time for the work.

Concerning the positive benefits, much can be said. To those who are fortunate enough to take active part in the productions, the most valuable experience will be given. For example, consider the debaters. They would be given in these two weeks as much actual experience in addressing an audience as they could get in inter-collegiate work in twelve years. The result of extension training was plainly shown in the superior ease and delivery of the Minnesota debaters here in December. This same valuable experience, to say nothing of the maketowns of the state, would alike come from the seeing of the most important to all who took part.

To the University it will be a great service. It will show the people of the state what the "college boys" can do besides smoking a "bull-dog" pipe and wearing English clothes. It will amuse and instruct in a popular way. It will bring into closer relation the people and the University. The benefits of this are most important. **BOOST FOR UNIVERSITY WEEK!**

**MINNESOTA PLAN RE-
VIEWED BY EPPERSON**
(Continued from page 1)

what unique form of visitation called University Weeks. The University Week is a six-day program conducted in each of many towns throughout the state. In the summer of 1913 twenty-four towns participated in the circuit. During these six days the effort was to present in epitome as many as possible of the widespread activities of the University. Members of the faculty lectured on a great variety of subjects, the Glee Club gave concerts, the debating societies held debates, the Dramatic Club gave performances of one or two plays, various musical organizations gave concerts, there were talks to business men at noon-day lunches, and talks to women's clubs in the afternoons. The ultimate purpose is to stimulate the construction forces for each community and to produce permanent effects. It is a singularly successful way of making the people of Minnesota well acquainted with their University. It is proposed in the summer of 1914 to extend these Weeks to still other towns.

The school charges each town a set sum, and the town may do as it sees fit in regard to charging the people. Most towns charge admission to at least the evening entertainments.

The Weeks are limited to two weeks in June and always come during examination week and the following commencement week. This brings that period within the time when members of the faculty are available for service, since it does not encroach upon their vacation time. No college credit or other method is taken to compensate the students for the time they put in. Their expenses are paid, and they are usually willing to go to help the school and to enjoy the fun there is in the trip.

The success of the whole plan is far above the highest expectations. Towns are anxious to be on the list, and consider themselves especially favored if permitted a visit from the university. This has proven a very ready means of bringing the people of the state in closer touch with the school, and has resulted in the school's becoming a greater factor for civil and political development. What they have done at Minnesota we can do at Nebraska.

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